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| **Year level: 1/2/3 Learning Area: English** | | | | | | | |
| **RELEVANT STATEMENTS FROM THE YEAR 1 ACHIEVEMENT STANDARD** | | | **RELEVANT STATEMENTS FROM THE YEAR 2 ACHIEVEMENT STANDARD** | | | **RELEVANT STATEMENTS FROM THE YEAR 3 ACHIEVEMENT STANDARD** | |
| **Speaking and Listening**  Students listen to others when taking part in conversations, using appropriate language features and interaction skills. Students interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics. Students create texts that show understanding of the connection between writing, speech and images. | | | **Speaking and Listening**  Students listen for particular purposes. When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. Students use a variety of strategies to engage in group and class discussions and make presentations. | | | **Speaking and Listening**  Students listen to others’ views and respond appropriately using interaction skills. Students understand how language can be used to express feelings and opinions on topics. Students contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. | |
|  | **YEAR 1 CONTENT** | **←YEAR 1/2→**  **Conceptual links** | | **YEAR 2 CONTENT** | **←YEAR 2/3→**  **Conceptual links** | | **YEAR 3 CONTENT** |
| *Evaluative language* | Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions | Expressing emotions  Expressing opinions  Language | | Identify language that can be used for appreciating texts and the qualities of people and things | Word choice  Opinions  Evaluations | | Examine how evaluative language can be varied to be more or less forceful |
| *Listening and speaking interactions* | Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions  Use interaction skills including turn- taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace | Engaging  Listening  Speaking | | Listen for specific purposes and information, including instructions, and extend students’ own and others’ ideas in discussions  Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately | Listening  Speaking  Engaging appropriately | | Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations  Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume |
| *Oral presentations* | Make short presentations using some introduced text structures and language, for example opening statements | Make and deliver short presentations | | Rehearse and deliver short presentations on familiar and new topics | Plan and deliver short presentations | | Plan and deliver short presentations, providing some key details in logical sequence |

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| **🡨COMMON UNDERSTANDINGS→**  ***Some suggested common understandings that could be applied across year groups for teaching*** | | |
| * There are ways to effectively express emotions and ideas in an appropriate manner about texts, people and things. * Words can be used to express opinions and evaluations, and can be varied according to the context and situation. * To build relationships with others, we must engage effectively through speaking and listening. * When engaging in conversations and/or interactions with others, there are different skills we should use to listen actively. * Interactions should be respectful and appropriate. * Verbal and non-verbal speaking and listening skills are part of communicating and interacting. * Speaking skills are required to communicate effectively. * Some situations require more formal speaking and listening interactions, such as oral presentations to a group of people. * When presenting information in formal oral presentations, information will be considered or planned for, prior to engaging in the presentation. * Language will vary according to the nature of the interaction, e.g. formality, topic. | | |
| **SUGGESTED LEARNING EXPERIENCES**  ***Ensure meaningful learning experiences explore the above common understandings*** | | |
| * Observe materials from everyday life used in Science program. Brainstorm words to describe the materials. Consider the material as an emotion, what words would you use to describe the material as an emotion? Organise words into categories or a scale of emotion. * Students consider some of the common objects made from impractical materials from Science program, e.g. paper drink bottles, plastic tissue, and a glass lunchbox, and state evaluations about the objects. Consider how the use of language changes the degree of formality in their evaluation. How does the purpose, such as a response in Science versus a conversation with a friend, change the words used to state their evaluation. Make a class record of formal and informal words that can be used. * What am I? Students use understanding of scientific terms/language to develop ‘who am I?’ questions about different materials/objects. Students plan questions and rehearse to a partner, before presenting to the class. * Brainstorm students’ own ideas of the skills required for respectful and active speaking and listening, in both planned (formal) and unplanned (informal) situations. Add necessary points and make a class list. * Students engage in a range of speaking and listening games to practice their interaction skills. | | |
| **SUGGESTED ASSESSMENTS**  ***Consider the learning experiences and identify the points of assessment for each year level (against the year level Achievement Standard)*** | | |
| **Year 1** | **Year 2** | **Year 3** |
| Interview  *\*Refer to Year 3 Sample Assessment Task to reflect Year 1 Achievement Standard and content (modification of marking key required)...* | Interview  *\*Refer to Year 3 Sample Assessment Task to reflect Year 2 Achievement Standard and content (modification of marking key required).* | Speaking and Listening Sample Assessment Task  <https://k10outline.scsa.wa.edu.au/__data/assets/pdf_file/0006/424356/English-Speaking-and-Listening-Year-3-Sample-Assessment-Task-Interview.PDF> |
| **CONSIDERATIONS WHEN LINKING TO OTHER LEARNING AREAS**  ***What authentic connections can be made across learning areas to develop connected programs?*** | | |
| * Science – Chemical Science * The Arts - Drama | | |